Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Third Grade Module 4: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | | |
| Question | Measurement and Data | | | | 3.MD.5a | 3.MD.5b | 3.MD.6 | 3.MD.7a | 3.MD.7b | 3.MD.7c | 3.MD.7d |
| 1 | 1 2 3 4 | | | |  |  |  |  |  | X | X |
| 2 | 1 2 3 4 | | | |  | X | X | X | X |  |  |
| 3 | 1 2 3 4 | | | |  |  |  |  | X |  | X |
| 4 | 1 2 3 4 | | | | X | X |  |  | X |  | X |
|  | | |  |  | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | |
| Domain  Score | Measurement and Data | | | |
| Total Points |  | | | |
| Level | 4 | 14-16 points | | |
| 3 | 10-13 points | | |
| 2 | 6-9 points | | |
| 1 | 4-5 points | | |

Notes:

**Third Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| **End-of-Module Assessment Task (Topics A–D)**  **Clusters and Standards Addressed** |
| **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**  **3.MD.5**  Recognize area as an attribute of plane figures and understand concepts of area measurement.  a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area*.*  b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.  **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  **3.MD.7** Relate area to the operations of multiplication and addition.  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths*.*  b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.  c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b + c* is the sum of *a × b* and *a × c*. Use area models to represent the distributive property in mathematical reasoning.  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |